

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to focus on the central ideas from research for the purpose of seeing a connection between reading and writing. This should take approximately 45-60 minutes.

**Focus:** ELA Reading and Writing Research to Practice

**Topic for Discussion:** Connectedness of Reading and Writing and its Impact on ELA Classroom Instruction

<b>Step 1:</b>	<p>Download the six documents listed below from the “For Leaders” section of the TDOE website.</p> <ol style="list-style-type: none"> <li><i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i></li> <li><i>Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools</i></li> <li><i>Writing to Read: Evidence How Writing Can Improve Reading</i></li> <li><i>Appendix A of the Common Core State Standards-English Language Arts</i></li> <li>From Research to Practice graphic organizer</li> <li>Research Notes Tracker graphic organizer</li> </ol> <p><b>PRIOR:</b> Ask teachers to become familiar with the “ELA Instructional Implications” document from the Supporting Resources from the “For Leaders” section of the TDOE website. Ask teachers to review the items from the chart and focus on how key teacher actions and student behaviors could impact mastery of these items.</p>
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>Divide teachers into four groups.</li> <li>Each table group will be assigned one of the following pieces of research: <i>Reading Next</i>, <i>Writing Next</i>, <i>Writing to Read</i> and <i>Appendix A of the Common Core State Standards-English Language Arts</i>.</li> </ol>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>Ask participants to read the following selections from their assigned piece: From <i>Writing Next</i> (Introduction on pages 7-10) From <i>Reading Next</i> (Recommendations from the Executive Summary &amp; Introduction on pages 4, 7-10) From <i>Writing to Read</i> (Executive Summary pages 3-6) From <i>Appendix A of the Common Core</i> (pages 2-4, through “The Consequences”)</li> <li><b>BEFORE READING</b>, ask teachers to read independently for the central idea of the research, and look specifically for what the text says about the connection between reading and writing. Remind teachers that “Central Ideas” mean “Main Idea that extends through the entire passage.”</li> <li>Teacher should write their notes of the Central Ideas on the “From Research to Practice” graphic organizer from the “For Leaders” section of the TDOE website.</li> <li>Allow teachers ten minutes to read the assigned selection and take notes.</li> </ol> <p><i>Reminder: Everyone at the table should read the same article.</i></p>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>Allow each member to share their findings from their graphic organizer to the others in their group of teachers. Teachers should finalize their notes from their section.</li> </ol>

<b>Step 5:</b>	<ol style="list-style-type: none"> <li>8. Reorganize the teachers by asking one teacher from each group to form a new group. The new group should contain at least one teacher (or more depending on the number of teachers in your large group) from each of the different reading selections.</li> <li>9. The new group will allow for teachers to share with one another the three reading selections that they have not read. (All four pieces of research will be shared). Each teacher will now be able to collect additional notes from the other selections that he or she did not read.</li> </ol>
<b>Step 7:</b>	<ol style="list-style-type: none"> <li>10. After each group presents their findings, lead the whole group in generating the connections section of the “Research Notes Tracker” graphic organizer. You can download the graphic organizer from the “For Leaders” section of the TDOE website. You may want to create the “Research Notes Tracker” on large chart paper with responses from the teachers.</li> </ol>
<b>Step 8</b>	<p>Reflection Questions</p> <ol style="list-style-type: none"> <li>1. Based on the work we have done today, how do you view the connectedness of reading and writing?</li> <li>2. What is the impact on instruction based on your views of the connectedness of reading and writing?</li> <li>3. What can we do as a school to ensure our students are developing the writing skills that they will need for success on TNReady?</li> </ol>

